|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Standard | Advanced Understanding of Standards (4) | Meets Standards (3) | Approaches Standards (2) | Does Not Meet Standard (s) (1) |
| Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  (CCSS: RI. 9-10.2) | Student has a sophisticated and accurate understanding of the central idea of the text. | Student has an accurate understanding of the central idea of the text. | Student has an incomplete understanding of the central idea of the text. | Student does not understand the central idea of the text. |
| Gather information from a variety of sources; analyze and evaluate the quality and relevance of the source; and use it to answer complex questions (Colorado Academic Standards 4)  Examine materials to determine appropriate primary and secondary sources to use for investigating a question, topic, or issue (e.g., library databases, print and electronic encyclopedia and other reference materials, pamphlets, book excerpts, online and print newspaper and magazine articles, letters to an editor, digital forums, oral records, research summaries, scientific and trade journals) (Colorado Academic Standards 4.1.d) | Combine multiple, credible sources in order to answer the research question.  Comprehensively evaluate quality, accuracy, and completeness of information and the bias, credibility, and reliability of the sources.  The writer completely avoids plagiarism through the effective use of quotations and paraphrasing from a wide variety of sources. | Combine multiple sources in order to answer the research question.  Accurately evaluates quality, accuracy, and completeness of information and the bias, credibility, and reliability of the sources.  The writer avoids plagiarism through the use of quotations and paraphrasing from a variety of sources. | Does not use enough sources to answer the research question.  Incompletely evaluates quality, accuracy, and completeness of information and the bias, credibility, and reliability of the sources.  The division between quoted or paraphrased material from the writer’s own content is not always clear. A variety of sources was not used. | Does not find sources appropriate to the research question.  Does not evaluate quality, accuracy, and completeness of information and the bias, credibility, and reliability of the sources.  The division between quoted or paraphrased material from  the writer’s own content is not clear and gives the impression of plagiarism.  Sources were not used. |
| Use technology, including the Internet, to produce, publish, and update individual or shared writing products (CCSS: W.9-10.6) | The finished appearance is of superior quality and is perfectly formatted according to MLA conventions. | The finished appearance is standard and predictable and mostly follows MLA conventions. | Presentation/formatting confuses the message and does not follow MLA conventions accurately. | MLA elements are missing. |
| Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  (CCSS: L.9-10.2) | There are no errors in grammar, mechanics or spelling. Use of grammar enhances the flow of the piece. | Minimal errors in grammar, mechanics or spelling do not detract from the work. | Errors in grammar, mechanics or spelling detract from the work. | There are “no excuse” errors **such as** misspelling their/they’re/there, you’re/your (or other common homophones), misuse of then/than, using anything other than 3rd person point of view, or a variety of other offenses. |